

THE SCHOOL FRIEND.

VOL. 1.

CINCINNATI, FEBRUARY 1, 1847.

NO. 5.

THE SCHOOL FRIEND.

Devoted to Educational Purposes.

PUBLISHED MONTHLY,

BY W. B. SMITH & CO.

FOR GRATUITOUS CIRCULATION AMONG TEACHERS AND SCHOOL OFFICERS.

Applications for the paper, and other communications for it, must be directed to "THE SCHOOL FRIEND, CINCINNATI, OHIO," and be *post paid*, otherwise they will not receive attention.

EDUCATION—No. V.

Intellectual Education.

The **SECOND** object of Intellectual Education is, *to store the mind with that knowledge, which will fit it for future usefulness.*

1st. This is necessary, in order that a man may *protect himself*. In this world, the strong prey upon the weak. "Might makes right." Power surveys the world, that it may find victims, and the defenseless easily fall into its grasp. Knowledge is power, and the ignorant, as a matter of course, sink under the hands of the designing and skillful. No simplicity of purpose, no purity of motive can protect them. Knowledge must meet knowledge, and injustice must be baffled with its own weapons. Every one must be his own guard, and must enter, personally, into the conflict, and this warfare must be carried on through life, and under all circumstances, from the petty impositions of trade, and the daily intercourse of man with man, to the imposing claims of pretended science, and the vain-glorious boasts of designing demagogues. There is no protection from imposition to any man, except in his own accurate knowledge, and correct, and well balanced judgment. No small amount of knowledge, therefore, is necessary to qualify a man properly to protect himself; and the elements of this knowledge must be acquired in a school education.

2d. This knowledge is necessary, in order to fill, usefully, the *social relations* of life. No one can live alone. We are linked, by a thousand ties of kindred, of friendship, and of love, to those around us. The value of our social influence, depends, very much, upon the intelligence and information at our command. Every man forms the centre of a circle, dependent upon him for protection, for light, and for happiness. His qualification for this important position, depends, not a little, upon his intelligent conscientiousness. Woman is the ornament, the sheltering vine, the fragrant flower, which adorns this circle, and, to perform her part, must possess cultivated intelligence and virtue. Let the eye rest, for a moment, upon those intelligent fire-side circles which may be found upon the hills and in the valleys, and in every city and village of our country; then let it turn to the barbarism, and brutality, and desolation of an Indian or an African home, and esti-

mate, if possible, the influence of intelligence and virtue upon social happiness.

3d. Knowledge is essential to every member of society, in order that he may perform his duties faithfully to his *country*. Each member of society, so far as his vote and influence are concerned, is guardian of a nation's liberty and honor. Every man is a sentinel, and upon the faithful discharge of his duties, depends our existence, as an enlightened, honorable, and Christian republic. Public office, honor, and influence, are too often sought by the unprincipled, simply as the source of personal profit and wealth. Knowledge, in the demagogue, often imposes upon ignorance, simplicity, and honest-heartedness in the voter. The only security for our country, is, that every one should, at least, have knowledge enough to know what he is about. It is known to be an actual fact, that in one of our States, at a Presidential election, the voters of a particular section were made to believe, that they were voting for one who had been, for some time, dead. Every one who has seen any thing of the science of electioneering, knows how much the ignorant are imposed upon. A man then must have knowledge, for his *own* sake, for the sake of *society*, and for that of his *country*.

If a school education has been properly conducted, and its advantages duly improved, a person will enter the world, guarded at every point against danger from unprincipled assumption, except so far as experience is necessary to complete the panoply; fitted to take hold of life's labors profitably and pleasantly; and richly furnished with intellectual store, and generous and just sentiments. He will be able to bear himself, self-balanced, through the storms of life; he will shed a benignant and holy influence upon those within the light of his example, and will sustain and adorn all the important institutions of civil and religious liberty.

We shall, in future, enter upon the more *practical* subject of the *proper branches* of study, and the *manner in which they should be taught*.

P.

SINGULAR CUSTOM.—N. P. Willis, speaking of the church of St. Nicholas, thus alludes to a very sensible custom of the Germans:—"It was here, by the way, that I first became aware of a very sensible German custom—that of *concentrating the coughing and nose-blowing* during service-time. The clergyman stops at different periods of his discourse, steps back from his pulpit-stand, and *blows his nose*—the entire congregation imitating his example, and disturbing the service with the operation at no other time."

INDIANAPOLIS, Jan. 12, 1847.

Messrs. Editors of School Friend.—The Teachers of Indianapolis and vicinity, in view of suggestions from your welcome sheet, and the teachings of their daily experience, have organized a Teachers' Institute, and send you a copy of their Constitution and By-Laws, for publication, wholly, or in part, as you may think proper.

Co. Seminary, January 1, 1847.

Pursuant to adjournment, Teachers convened—had presented, and adopted, the following Constitution and By-Laws.

PREAMBLE, CONSTITUTION AND BY-LAWS, of the Marion County Teachers' Lyceum.

Adopted Jan. 1st, 1847.

WHEREAS, harmony, unanimity and concert are essential to the accomplishment of any object of general utility, and believing it imperatively so in the successful attainment of the end proposed by the Instructors of Youth, We associate ourselves under the motto of "Union, Interest and Duty," and in the name of the Marion County Teachers' Lyceum, to be governed by the following Constitution and By-laws.

CONSTITUTION.

Art. I. Sec. 1. This Society shall be known by the name of the "Marion County Teachers' Lyceum," and shall be auxiliary to a state society hereafter to be organized.

Sec. 2. The motto of this Society shall be "Union, Interest and Duty"—implying oneness of purpose, devotion of interest and supreme sense of duty in the Physical, Intellectual and Moral development of Youth.

Art. II. The threefold object of this Society shall be—Directly, to encourage personal preparation in mind and heart, for the responsible duties which, as Teachers, devolve upon its members, and by **DESERVING**, to maintain the rank and consideration which their office demands.—Indirectly, to study, by all available means—experience, observation, and interchange of views,—the advancement of educational interests of the children and youth of the country—and Generally, by energetic, consistent and permanent devotion to the cause of Education, to exert an influence in elevating its standard and disseminating the benefits of a sound, practical knowledge in Literature and Science.

Art. III. The aim of this Society shall be to secure the highest possible mental improvement, by regularly appointed exercises—the best system of thorough instruction, by rigid scrutiny into the merits and defects of existing systems, and a healthy tone of public sentiment in support of Educa-

tional effort, by practical Reports and popular Lectures.

Art. IV. The Exercises of the Lyceum shall consist of Lectures by members and invited guests, Literary Essays, Reports on all subjects pertaining to the efficient management of schools, Discussions of school systems in their various departments, and an annual public celebration, independently or in conjunction with a State Society.

Art. V. The officers shall consist of a President, three Vice-Presidents, a Recording Secretary, who shall act as Treasurer, a Corresponding Secretary, who shall have charge of the Library, and an official Board of Directors, consisting of the President, Vice Presidents, Secretaries and three Ladies, all of whom shall be elected on the 1st of January, and hold their office for one year.

Art. VI. Any active Teacher may become a member of this Lyceum by the payment of fifty cents.—Ladies exempted from initiation fee.

Art. VII. The Regular meetings of the Society shall be held on the first day of January, the last Saturdays of March, June and September.

Art. VIII. By-Laws in accordance with the Constitution may be made or amended at any regular meeting, and the constitution may be amended after three months' notice, by a vote of two-thirds present at any regular meeting.

LADIES.	GENTLEMEN.
Mrs. Richmond,	A. Holliday,
" Johnson,	N. Eisensee,
" Smith,	S. L. Johnson,
Miss Johnson	Jno. L. Reynolds,
" Axtell,	C. Fletcher,
" Parker,	A. Jameson,
" Mantur,	L. S. Reynolds,
" Henderson,	E. Martin,
" Douglass.	G. H. Keith,
	H. Cox,
	J. P. Safford,
	J. S. Brown,
	S. Churchman,
	H. Jameson.

BY-LAWS.

Art. I. Sec. 1. The President shall perform all the duties usually devolving upon such officer, and with consent of the Board of Directors, call special meetings of the Society.

Sec. 2. The Recording Secretary shall keep a record of the proceedings, and collect and disburse the funds at the direction of the Society.

Sec. 3. The corresponding Secretary shall prepare notices of meetings—communicate with sister societies, and whomsoever the Society may direct, and act as Librarian.

Sec. 4. The Board of Directors shall present subjects for discussion, provide Lecturers, prepare business for action of the Society, receive and arrange Educational Reports, select matter for publication, and have authority to devise and carry into effect, such measures as shall best advance

the interests of the Society. They shall hold a council every fortnight.

Art. II. The duties of the members shall be thus apportioned,—Reports on various departments of Practical Education, Statistical Reports from each member, of the educational condition of the children in their vicinity, Literary Essays on optional subjects, and general Discussion of controverted points in Educational Instruction.

Art. III. Sec. 1. The Educational Reports shall be thus classified,—

1st. *The Teacher.*—His Qualifications, Responsibilities, Influence, Labors, Returns, etc.

2d. *The School.*—Its true end, Government, Discipline, Wants, Support, etc.

3d. *The Children.*—Their Destiny, Developments, Errors in Education, Habits, etc.

4th. *The Parents.*—Their Influence, Indifference, Interference, Assistance, etc.

5th. *The Community.*—Its dependence, interest as Citizens, State, Church, etc.

The divisions to be extended and modified as deemed expedient. A Chairman shall be chosen for each class, and each Chairman in the order of the classes, shall choose members, until all are classed in one of the five divisions.

Sec. 2. The Statistical Reports shall consist of accurate and concise statements by each member, of the No. of children in and out of school, the age, attainments and attendance of those in school, in their district or vicinity. The Reports condensed and arranged by the Board, shall furnish data for Reports for publication.

Sec. 3. The Board shall introduce by Resolutions, subjects for general discussion.

Sec. 4. The Board shall provide Lecturers and invite Speakers to address the Lyceum, and at the second Regular Meeting preceding the anniversary present the names of two Gentlemen to the Society to be elected Orators on that occasion.

Sec. 5. They may invite any Proprietor, Agent, or interested person to present the claims of any Book, periodical or paper, to the favorable notice of the Society, either by personal statement or in writing.

Art. IV. Immediate steps shall be taken to secure a permanent and valuable Library of Reference, consisting of Educational and Text books, papers, periodicals and journals relating to the interests of Education, for which Library such books and papers as may now be presented, shall form a nucleus.

Art. V. The Society shall elect two Essayists for each Regular Session.

Art. VI. The order of Exercises shall be as follows, except on the anniversary day, when only Elections, General Reports and addresses shall be in order.

1. Prayer.

2. Reading and reception of Minutes.

3. Election of Members.

4. Educational Reports—one from each Division.

5. Essays.

6. Statistical Reports.

7. Remarks from Visitors.

8. General Business.

9. Adjournment.

The following persons were chosen officers for the present year.

PRES.	Rev. S. L. JOHNSON,
V. PRES.	Rev. A. HOLLIDAY,
	L. S. REYNOLDS,
	H. JAMESON.
L. COM.	Mrs. E. RICHMOND,
	Miss M. J. AXTELL,
	Mrs. J. A. P. JOHNSON.
R. SEC.	G. H. KEITH,
C. SEC.	J. P. SAFFORD.

Official Board of Directors.

The next regular meeting of the Society will take place on the last Saturday of March, when we hope to see all the Teachers of the county present.

Communications from sister societies, and all interested in such associations, directed to the Corresponding Secretary, will receive due attention.

By order of Lyceum.

We receive your School Friend, and send, as the only return allowed, our warmest thanks, and sincere wishes for its successful agency in the cause it advocates.

By order of the Society,
J. P. SAFFORD, Cor. Sec.

For the School Friend.

Clark County Teachers Association.

Mr. EDITOR.—On the 5th day of December last, the teachers of this county, met and formed a County Association, by adopting a Constitution.

In accordance with the requisition of the Constitution, the members of the Association convened in the Lyceum Hall, in Springfield, on Saturday, Jan. 2nd, 1847, to hold their first annual meeting.

The Association was opened by prayer, by the Rev. Dr. Kellar, of Wittenberg College. After which, Mr. E. Dial, of the O. C. High School, delivered a spirited lecture on the Spirit of the Times.

The Association then went into an election of officers, for the ensuing year, which resulted in the choice of the following persons:

PRESIDENT, REV. J. F. SAWYER,
VICE PRES. ANTHONY BYRD,
REC. SEC. Jacob Kauffman,
COR. SEC. Merrill Mead,
TREASURER, Orin Stimpson.

Several excellent resolutions were then read, and laid on the table for future action.

Mr. C. F. McWilliams, and Dr. Kellar, were appointed a committee, to draw up a petition, and circulate the same, forthwith, among the teachers of the county, and friends of education, to present to the Legislature of Ohio, praying the appointment of State and County Superintendents.

Addresses were made during the day, by C. F. McWilliams, Esq., Dr. Kellar, M. Mead, R. Black, M. Kauffman, and the Rev. C. S. Weaver, all teachers, and at present engaged in teaching. The interchange of opinions among the teachers, on this occasion, seems to have been attended with the very best results. It is an important move among the teachers of this county, and indicates a proper appreciation of unity of action. The right spirit exists now, amongst the friends of education in Clark county, and I have not a doubt, but great benefits await us.

Yours very respectfully,
MERRIL MEAD, Cor. Secretary,
"Teacher's Association," Clark Co. O.
Clark Co. Jan. 15, 1847.

For the School Friend.

ON TEACHING ARITHMETIC.—NO. 1.

BY JOSEPH RAY, M. D.

Professor of Mathematics in Woodward College.

The subject of Arithmetic, forms one of the earliest and most important branches of education. When studied in a proper manner, it is admirably adapted to strengthen and develop the faculties of the mind, while at the same time the pupil is acquiring that knowledge, and those methods of calculation, that are in almost daily use in every department of society. In our country, more than any other, it is especially important, that each individual be able to perform, with facility and accuracy, the calculations relative to the various pursuits of life.

It cannot, therefore, be a matter of surprise, that a subject of such general importance, should have received so much attention; and we cannot but believe, that all teachers, and friends of education, will view with approbation, every effort to simplify this subject, and at the same time to render the instruction in it more thorough, and better adapted to the wants of pupils, who are engaged, either in pursuing a scientific course of instruction, or qualifying themselves for the business departments of society.

It is my intention, in compliance with the wish of several highly respectable teachers, to write a series of articles on the method of giving instruction in the various rules of arithmetic. These will be designed, more particularly, for the benefit of the younger and less experienced members of the profession.

I have ever regarded the vocation of the teacher, as one of the most useful and important callings in society. It is also, really, one of the most honorable, when the duties are discharged in a proper manner. It is my desire to see every instructor thoroughly qualified to perform the duties of his profession in a manner at once creditable to himself, and useful to those for whose benefit he labors; and if any effort of mine, can contribute, even in the smallest degree, towards the attainment of this object, I shall feel that I have not labored in vain.

In the commencement of this subject, it may be well to state, that however various the methods of instruction in arithmetic may have been, they may all be reduced to two general classes. The first, and until within a few years, the most common method, may be designated as *the method of teaching by rule, with little or no reference to principles*. This is the old fashioned method, and is consecrated by the memory of Daboll, Jess, Walsh, Pike, Smiley, &c.

This course, always made arithmetic a dry, uninteresting study. The majority of the pupils were led forward, as it were, blindfolded, and sometimes, too, by a teacher who knew almost as little about the principles of the subject, as the pupils themselves. This, however, in justice to the teacher, it should be stated, was his misfortune, rather than his fault. He had received his education from a book destitute of principles, and under a system of instruction that was fully satisfied when the pupil obtained the answer, by carefully following the rule. The instructor, in general, was only required to assist the pupil in obtaining the answer, when he failed to apply the rule properly. If a new question presented, the only query would be, to what rule does it belong? If this could be ascertained, the problem was placed under the operation of the rule, and an answer obtained by a process, in many cases as mechanical as that by which grain is reduced to flour.

It is not asserted, that in all cases, every pupil would pass through a course of instruction of this kind, without obtaining any knowledge of principles; yet it is true, that but few principles would be acquired, and the student, by using rules, the reason of which he did not understand, was acting more like a machine, than an intelligent, reasoning being. In my next, I shall speak of the method of teaching by principles.

Education in Massachusetts.

The New York Evening Post has compiled, from the reports made to the Massachusetts Legislature, the subjoined synopsis of the amount and application of the school funds of that State. While we concede all praise to the Old Bay State in this particular, we could look upon the picture with far more pleasure, if our own State did not afford so wide, and so painful a contrast. The original basis of the Ohio school fund was far broader and better than that of Massachusetts; and yet while the latter, in 1846, appropriates \$650,000 for the use of schools, the former has paid, in the same year, but \$287,060;—or less than one-half of the amount, to double the territory and population. Had the school lands of Ohio been properly husbanded and controlled, the school fund of the State would ere this, have reached nearly, if not quite, one million of dollars annually. But it is useless to complain. The wrong has been perpetrated, and is past remedy. Not only the present but all future generations have lost the great and substantial benefits of this

fund, by a species of legislation conceived in ignorance, and perpetuated by selfishness, and motives of personal gain. We cannot look with patience upon that page of the statute book, which contains the act of 1827, authorizing the surrender of leases, and sale of these lands, upon appraisements made fifteen and twenty years before. It was a sacrifice which will be felt in all time to come; and that page of our public records will ever be as dark as the ignorance it will serve to perpetuate, by destroying the means of education.

And yet from day unto day this system is still going on; year after year, the remaining portion of these lands is being sacrificed. When will our people learn wisdom in these things? When, oh when, will legislation look to the MANY, and not to the FEW?—*Cincinnati Enquirer*.

"Much information of interest is annually communicated to the Legislature of Massachusetts relative to the different institutions of the State.—The abstract alone of the school returns forms a volume of four hundred octavo pages. This is made up merely of selections from the reports of the committees of the various towns. The number of these schools which have made returns during the last year is 3475, having an average attendance of 128,484 scholars in winter; 110,108 in summer. The number of persons between the age of four and sixteen is 203,877—the number above and below those ages attending school is 17,607—making a total of 221,484 persons in the State entitled to receive or actually receiving benefit from the common schools. The largest amount of attendance at public schools is in winter, when it is set down at 174,270, and about 28,000 attend private schools and academies. There remain, therefore, of all the children in the State, nearly twenty thousand who never attend school at all, and more than seventy five thousand who do not regularly attend school, even in winter.

The present number of teachers is 2585 males and 4997 females—the average monthly wages of the former \$31 71, and of the latter \$13 15. The amount of money raised during the past year for the support of schools is nearly \$650,000. The sum appropriated in some of the towns for education, is as large as seven dollars for each child, in others, five for each child, and in one town, nothing.

The overseers of the several towns have made their returns of the number and condition of the poor. These show, that the number of persons in the State who have been supported or relieved at the public charge was 15,261. Of this number, 7,850 were either natives of the commonwealth, and had acquired a legal settlement in it, and 7,022 have acquired no such settlement, and were supported or relieved as State paupers. The whole charge for the support of the number above stated was about \$201,607, or a fraction short of twenty dollars to each person."

Education is the key to happiness.

THE SCHOOL FRIEND.

CINCINNATI, FEBRUARY 1, 1847.

Editor's Table.

Communications intended for the School Friend, should be forwarded, in season to reach us ten days before the date of the number in which they are intended to appear. Thus, a communication intended for the March number, should reach us by the 18th of February. We wish to issue our paper a few days before the first of the month, that it may reach its destination, in most cases, by that time.

The article in our last number, entitled "The Teacher's relation to the Parents of his Pupils," should have been credited to "The School and the Schoolmaster," a most excellent work for teachers, by the way. It is published by Harper & Brothers, New York.

We publish in this number, the first of a series of articles which are promised us by Prof. Joseph Ray, on the best methods of teaching Arithmetic. From the eminence of the author, as a mathematician, and his long experience as a practical instructor of this branch, we are confident that these articles will be found highly interesting and valuable to our readers.

We have received for insertion, some mathematical questions, which would doubtless be interesting to a portion of our readers. As this number, however, is not large, we have concluded, at present, to confine the small space that we occupy with articles of this kind, to such questions as can be solved by arithmetic, these being of more general interest. Teachers who have interesting questions that they wish to present for solution, are invited to forward them, accompanied, where practicable, by a solution. Any teacher, also, who may meet with arithmetical questions that he cannot solve, and is desirous of obtaining information concerning them, or of seeing a solution, is cordially invited to forward them, and they will be inserted in the paper, and afterwards solved, or, when they may be wanting in sufficient merit for this, an answer will be furnished by mail, to the address of the inquirer. In all cases, the names of correspondents will not be made known, either as furnishing questions, or solutions, without their consent.

McGuffey's New Eclectic Spelling Book.

Published May 1st, 1846.

For the greatest improvement in this branch of philology, the public has been in time past indebted to Dr. Webster. His Spelling Book, first published about the year 1784, was found to be a decided advance upon Dilworth and other English works, the only ones then in use. Great, however, as was this improvement upon previous modes of teaching this branch, it was not to be supposed that it was the last and expiring effort of genius and industry. Without detracting from its merits, it must be allowed that a work now more than sixty years old, may not be exactly adapted to the wants and peculiarities of the present generation of learners. The day of this work has gone by; it is totally unadapted to the present state of learning, and its use is now confined to those, whose ideas have not kept pace with modern improvement, or in whose opinion the value of an education consists solely in its cheapness.

The object of a Spelling Book is, to teach the proper method of *spelling* and *pronouncing* words. That system by which these can be

learned most thoroughly and most correctly, is, of course, the best. One of the most essential qualities of any plan is simplicity. The classification should be such as to assist in retaining the orthography, and ascertaining and remembering the pronunciation of words. This system of classification is one important feature in the Eclectic Spelling Book. It is well known to every teacher that one of the greatest faults in those Spelling Books mostly in use, is their deficiency in guiding the scholar to a *correct pronunciation*. Let any teacher call upon his classes in spellings, to read over the lesson to him, word by word, before they have received any instruction with regard to the pronunciation, and he will be astonished to find how oddly and how incorrectly they will pronounce. The wrong pronunciation is in the mind of the scholar while he is studying the lesson, and it is this which will be remembered, however correctly the teacher may pronounce. The teacher will often find, in putting out a word, that the pupil knows nothing about it with its *correct* pronunciation, though he has been studying it perhaps for some time, under a false name. It will be recollected also, that the impressions of children never die. It is harder for a person to unlearn a false pronunciation, than to learn a thousand new words. One who has got into the habit of saying *nater* and *angel* in his childhood, will, in ninety-nine cases out of a hundred, carry this fault with him to his grave.

This evil has been guarded against in the Eclectic Spelling Book, by a classification peculiarly adapted to this purpose. One of its most important peculiarities is, that while all other objects of classification are fully secured, accuracy of pronunciation is made so prominent an object in the plan, that it is believed to be *impossible* for a pupil of ordinary capacity, with any attention, to mistake in a single word. This is accomplished by a system of marks, simple and few in number, and by placing together in groups of from eight to ten each, words of similar pronunciation, so that each word becomes a guide to several others. In many works, as in Cobb's, for instance, the classification is based chiefly or wholly upon the *spelling*. Words ending in *er* are put together in one lesson, and those ending in *or* in another, and so on. This, it is true, renders it very easy for scholars to *recite*, for having discovered that all the words in the lesson end in *er*, for example, all they have to do is to shut up the book and say *er* to the end of the lesson. But let any one ask such a scholar, five minutes afterwards, to spell one of these words, and he cannot tell him whether it is *or* or *er*, because he knows not in which of these lists it was included. This plan increases facility where this very facility is injurious. The scholar *must study*, or he cannot learn any thing valuable. The letters which form a word are on the page before his eyes, and if by proper guides the pronunciation can be made equally plain, he then

knows the proper objects of study, and can learn both the spelling and pronunciation together.

In the Eclectic Spelling Book, (except in a very few lessons, which, for variety and practice, are designedly made more than usually difficult,) words having the *same sound* of the *same vowel*, are classed together. The following will serve as a specimen:

1	1	2	2
ate	bo' ny	a mid'	bal' co ny
date	co ny	be gin	bar o ny
hate	go ry	de sist	cav i ty
fate	do zy	ac quit	fac ul ty
&c.	&c.	&c.	&c.

For a specimen of the more common and objectionable method of classification, take the following from Sanders' Spelling Book:

1	1	1
bi' as	re trace'	pla ti' na
bo ny	re vive	po ma tum
bu bo	sa line	pri me val
ca di	sa lute	pro fa ner
&c.	&c.	&c.

or these, from Cobb's New Spelling Book:

1	1	1
stu' dent	ra' di ate	in' so lent
si lent	me di ate	tur bu lent
mo ment	spo li ate	pes ti lent
la tent, &c.	mu ti late, &c.	&c.

The difference of the two plans is perceived at once. In that adopted in the Eclectic Spelling Book, similar *sounds* are grouped together, and thus, are really a guide to each other. While in Sanders and Cobb, the only point of similarity, as to pronunciation, is, that they can be classed under the same figure, although that figure, even here, denotes four different sounds. In the examples as above, from the last two authors, we have as many different vowel sounds, under the accent, as there are words. Of what use is such classification? Is it classification at all?

While upon this subject, we will refer to another advantage, arising from the peculiar classification in the Eclectic Spelling Book. It presents to the eye, *short, symmetrical, neatly arranged* lessons. Very few lessons occupy more than half a page. The typographical execution not only includes many words in small space, but gives a clear, neat, handsome page to the eye. There is, on this point, a great and real fault in school books. In Sanders' Speller, for instance, there are, in some lessons, three, four and five hundred words, standing in solid column, page after page, with nothing to relieve the eye or the mind. It is not correct philosophy, to make any thing difficult, or even to appear difficult to children. On the contrary, they ought to be encouraged and attracted, in every possible way. There is a still greater objection to the arrangement in Cobb's Spelling Book. Its pages present a perfect medley of words and figures, apparently thrown together, without thought or care where they might fall. The author's plan, however, renders this necessary, but we think such a plan decidedly faulty. The eyes that may be ruined,

the patience that may be exhausted, and the industry that must be lost, worse than lost, should surely plead successfully, with parents and teachers, for deliverance from this artificial purgatory.

Another point in which the Eclectic Spelling Book differs from most others, is, that in cases of divided authority, either in spelling or pronunciation, it gives both methods. This accords with the real fact of the case. A pupil should learn what is, not what *ought* to be, or *may* be. It is a fact, for instance, that the word *skein* is, by good writers, spelled *skain* or *skein*, as recorded by Webster, and authority is so equally divided, that *both* are right. This being the case, the pupil should know it. He should know that it is right for him to spell the word either way, that he may thus have an opportunity of giving his influence in favor of that which is most simple, and do, at least, this much good in the world. He should know it also, that, when he meets with the word in good writers, spelled, perhaps, differently from that he has learned, he may not be led to distrust his own knowledge, and conclude that he has been mis-instructed, and thus actually be ignorant as to what he *does* know. No lexicographer or compiler of a spelling book, has any right to determine how a word *ought* to be spelled. All he can do, is to state how it is *actually spelled* and *pronounced* by good writers and speakers. That is all. There is a perfect democracy in literature, and the majority must govern. All that we can do is, to find out what has been decided by good usage, and to adhere to it. This feature in the Eclectic Spelling Book, is considered one of great importance.

Considerable attention and space is devoted to the subject of *derivative words*, showing the manner of their formation and the method of spelling them. Principles are explained, and examples given, which include the spelling of many thousand words in our language. By this plan it is rendered unnecessary to introduce such words extensively into the work, and the room is therefore devoted to primitive words. A considerable amount of information with regard to the *construction* of the language is also gained while orthography is studied. This knowledge is obtained without any additional labor, but along with the spelling and pronunciation. For example, the meaning and derivation of the affix *er* or *ar* are given (from the Latin *vir* or the Saxon *wer*, meaning the *agent* or *doer*.) Rules and examples are given by which the learner can determine when to add *r* only, as in *reader*, when *er*, as in *gunner*. So also, the manner of forming and spelling words with the affixes *ly*, *less*, *ful*, *ness*, &c., is fully explained, and the whole subject of the most important affixes and prefixes, is introduced in such a way as to teach, at the same time, the spelling, pronunciation, definition, and formation of words.

There are also given in the Eclectic Spelling

Book, extensive lists of words, the definitions of which vary with the change of accent, as *sub'ject*, *subject'*; of those which resemble each other in spelling and sound, as, *statue*, *stature*, *statute*, &c.; and of those which are pronounced alike, though spelled differently, as *bale*, *bail*. To such words definitions are given at sufficient length to prevent error. The plan of introducing into spelling books lessons in which one word is defined by another word, has been pretty thoroughly exploded by the experiment made with Town's Spelling Book. A few later works, such as Bentley's, Sanders', and perhaps some others, have continued the plan to some extent. In almost every word, whose definition is thus taught, an *error* instead of the *truth* is learned. There are probably not fifty words in our language which have synonyms. A few of Latin origin, as *paternal*, *celestial*, *felicity*, &c., have the Saxon synonym, as, *fatherly*, *heavenly*, *happiness*, &c. But this class is not numerous, and aside from such, there is not one word in our language which can be accurately defined by any other one word. A consequence of such instruction is a permanent ignorance of the proper meaning of words, and constant and ridiculous mistakes in their application.

Another peculiarity in the Eclectic Spelling Book, is the practical nature and arrangement of the Rules for Spelling. These are placed at the head of the several lessons, and are illustrated by the words which follow in the lesson. Thus the *principles* which govern the spelling of certain classes of words are learned at the same time with the spelling, and this is the only way in which orthography *can* be learned and permanently remembered, aside from that arbitrary act of the memory which is necessary in most cases.

Simple and Compound Numbers.

Below we publish an article on the subject of simple and compound numbers, from an intelligent correspondent in Indiana. A part of his communication contained some criticisms on an Eastern work of reputation, which we have omitted, as they were not necessary to a full understanding of his article.

We take this occasion to remark, that in our opinion, the distinction between abstract and concrete numbers, as also between simple and compound numbers, is clearly and correctly stated in Ray's Arithmetic, Part Third, pages 10 and 74; and also in Ray's Arithmetical Key, page 79. As all our readers may not have an opportunity of seeing the latter work, we extract a part of the article referred to. "Numbers are abstract when the units indicate no particular thing; they are denominate, (applicate or concrete have nearly the same meaning,) when the unit is applied to some particular thing. Thus, five, seven, &c. are abstract numbers, while five pounds, seven bushels, &c. are denominate numbers, because the units are named. A number is

simple when the units all have the same name; it is compound or mixed, when the units that compose it are differently named or denominated. Simple numbers, and the addition of such numbers, notwithstanding they are *denominated*, constitute Simple Addition. Thenumbers, five bushels, two pecks, three pecks, seven quarts, &c., are mixed or compound numbers, and the process of uniting them into one sum, is correctly termed mixed, or Compound Addition." See Ray's Key, page 79, article Compound Addition. We will now present the article of our correspondent on the same subject.

For the School Friend.

I offer a few thoughts suggested by the article "On the Study of Arithmetic," in your first number.

I am not satisfied with the views presented of numbers as simple or denominate. But a still greater error is made by saying of the *denominate numbers*, that they are "more generally called compound numbers."

I presume no arithmetician ever applied the technical term *compound number* to such expressions as *six apples*, or *ten trees*, or *nine men*, &c., nor even to such expressions as *four feet*, *eight gallons*, *five shillings*, &c., unless the feet, gallons or shillings were considered with reference to *other* ones, or units, of which they were either parts or aggregates. When *hours* are considered along with *days*, as being component parts, or along with *minutes*, as being composed of them, or considered along with both minutes and days, in the same calculation, then we have an example of what all arithmeticians mean by a *compound number*. Perhaps all do not clearly comprehend the nature of these numbers, but all agree in the sorts of expressions to which they apply this technical term.

Now I think it very "easy to form an idea of what is meant by the term, Compound Number," notwithstanding any difficulty some may find.

Quantity includes two ideas, that of *many*, and that of *much*: we inquire how *many*? or how *much*? There are names or words to signify how *many*, as two, five, twelve, &c. They denote nothing of the *sort* or *magnitude*, but only how *many* compose a parcel or aggregate; they are merely counting or numeral *ones*.

There are *other names* of quantity that denote how *much* is comprised in single definite portions of *weight*, *value*, *time*, *extension* or *capacity*, &c. Most of these portions are regarded as being composed of a fixed number of *smaller* portions of the same kind, or, as being combined at a fixed rate to form *larger* portions of the same kind.

The terms *yard*, *foot*, *inch*, are names of definite portions or quantities of extension, with the additional idea of a fixed rate or *ratio* of combination in the formation of the *greater*, by putting together the *smaller*. Yards, feet, inches, are names, *ones*, or *units*, of *magnitude*, not of multitude.

Now, when we say seven yards, two feet, and nine inches, we use two sorts of *names*, or *ones*. One sort is merely *numeral* and shows how *many* of yards, feet, and inches we mean. The other sort is merely denotive of *magnitude*, and shows how *much* of extension is included in each of the single portions, and the *rates* of the magnitudes to each other. These names or *denominations*, as they are termed, are arranged with their ratios in tables in our arithmetics.

Compound numbers, then, consist of two sorts of *names* or *units*: NUMERAL units, and units denoting MAGNITUDE in different degrees, having a known ratio to each other. In Compound Numbers, as the term is applied by all who adopt it, there is a combination of the two *distinct* ideas of *many*, and *much*, multitude and magnitude. But in a simple number, as *six* or *nine*, there is no idea of *magnitude* distinct from *multitude*; nor, when we say, *six apples*, is there any definite idea of *magnitude* having a *known ratio* to a different degree of magnitude of the same kind.

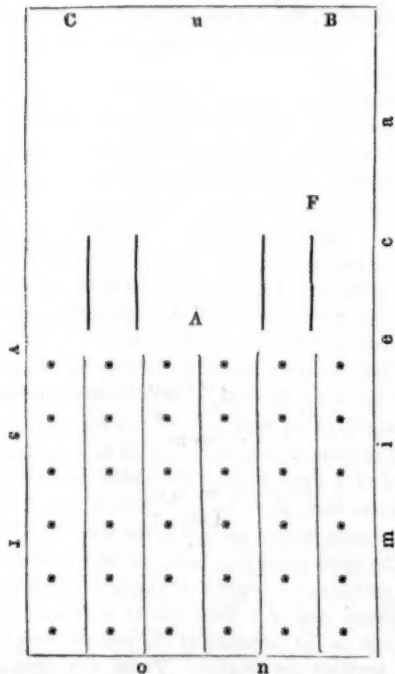
Vincennes, Dec., 1846.

LOCKE.

School Houses.

We give below, a communication from an intelligent correspondent, on school houses. We think his plan, though it has some excellent features, capable of much improvement. We have made arrangements to procure from the East, the plans of such school houses as have been found, by actual experience, to be best adapted to the wants of teachers and pupils. Meanwhile we give the communication of our correspondent, without further comment.

For the School Friend.



This drawing is designed to answer the question,—How should a school house be built? I

am one who has been engaged in teaching, for nearly eight years. I have taught in Pennsylvania, Virginia, Kentucky, Louisiana, and am now teaching in Ohio. My practice always has been, and still is, to visit the schools of others, in order to learn something. When traveling, if by myself, I never pass by a school house without stopping to examine, and indulge in some reflections on the career of a pedagogue. But I have never seen a school house constructed according to the above model. The reason of this is, the builders of school houses, generally speaking, do not, in the first place, thoroughly understand the *true* principles of construction; and in the second place, those that do understand those principles, do not trouble themselves to find out *how* a school house should be built, to be in *unison* with those principles. To enumerate those principles, and then show *how* a school house should be constructed, to harmonize with them, is my design at the present time. By the word *principles*, I mean *elements, facts, or truths*. Those principles are three in number.

The first is,—The house should be so constructed, that when the teacher is engaged with a class, the rest of the pupils will not be interrupted or incommoded; and that the class, with which the teacher is engaged, will not be incommoded by the rest.

The second principle is,—The house should be so constructed, that there will be a suitable place for a black-board, at least twenty feet long.

The third principle is,—The house should be so constructed, that the pupils can attend to *all* their duties in school, with the greatest ease and comfort to themselves, and with the least trouble to the teacher, and to his greatest satisfaction.

These, I hold to be the radical principles of construction. I do not desire, at the present time, to enter into a philosophical investigation of them, to show that they are *TRUE*. I can do this at any time hereafter, if necessary. But, presuming all will admit their correctness, let us see, in the next place, whether my model for a school house harmonizes with them.

I would build the house 43 feet long, and 24 feet wide, outside, the wall 8 inches thick. A brick school house is always preferable, for several reasons. The space inside will be 22½ feet wide, and 41½ feet long. I would put the door at B, and 11 windows, 12 lights to each window, and each light 10 by 14, as represented by the small letters, a, c, e, i, m, n, o, r, s, v, u. The stars represent desks; the long straight lines between them, aisles. Each desk is just 2½ feet long, and each aisle 18 inches wide. For several reasons, I am opposed to having desks made long enough for two or more pupils to occupy each one. I would have the desks made plain, and fast to the floor. The front of one desk forms the back of the seats for the next. The seats of half of them should be 17 inches high, the balance, 15½ inches. The top part of each desk should con-

sist of two pieces, the one, 6 inches—the other 16 inches wide, the front edge of which should be just 2 inches below a horizontal line. This will give the proper slant. The front of each desk should extend above the top 4 inches, to prevent inkstands, &c. from being knocked over. Under the top of each desk, there should be a shelf. From the top of the seat to the top of the front edge of the desk, the distance should be 11 inches from those whose seats are 17 inches high—for the other desks the distance should be 9½ inches. All the seats should be 13 inches wide. Each desk and its seat will occupy a space of 2 1-2 ft. one way, and ¾ ft. the other, leaving a space between the seat and the desk of 3 inches. At A, I would have the stove. At F, the teacher's desk on a raised floor 10 inches high. From B, to C, I would have a recitation seat on a raised floor 10 inches high, and 4 ft. wide. This seat should be 14 inches wide. From C to v, I would have a black board, which will be fully 20 ft. long. The four short lines represent four short benches, designed for small pupils who are merely learning to spell and read. I would have shutters to all the windows; and the sash to run up and down with cords and weight. In regard to the work, I would have every part of it *well done*. I would have the whole handsomely painted. I would have the lot enclosed by a good board fence, and shade trees growing all around; and lastly, I would have something in the shape of a sweet brier, or a rose bush, or both, and something else, if you please, flourishing at each window. I am aware that my notions of refinement do not receive the approval of all, but I cannot help it. My reader, did you ever reflect for a few moments on the genial influences of such things on the pupils? When in a retired school house, surrounded with trees, how often have my own and the hearts of my pupils been made glad by some red bird that would alight near by and sing for half an hour! "But this is all nonsense." Very well, think as you please.

My house is perfectly finished inside and out, just as I want it. I commence operations. My pupils have come prepared for work. Of those who occupy the desk, each one has a desk to himself, and having a desk to himself, his books, &c. are where he can always find them when needed. He is allowed, while at his desk, to have nothing to do with any of his neighbors; but to the very letter, mind the "eleventh commandment." I call up a class to recite a lesson. They walk to the recitation seat. If to spell or read, they stand—if any thing else, sit. If the lesson is one in Arithmetic or Algebra, for instance, I set them all to work on the black board at once. After each pupil has solved his question, the work of examination and explanation commences. When necessary, I work on the board myself, and I sometimes act as a pupil and make the class act the part of a teacher. If the lesson is one in

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Geometry, or Natural Philosophy, the diagrams are drawn before the time of recitation. Philosophy cannot be well taught without suitable apparatus. In teaching Geography, we hang our outline maps on the board, and use them as occasion requires. And so we proceed. When one class is through, they give way for another. If any thing is to be done in the way of declamation, the pupil walks to the recitation seat. He is on a raised floor which serves as a stage, and having nothing to screen him or to lean against, he has to stand up and out, and show to all who are in the house, just what he is and what he can do. I might have mentioned some other items in connexion with the building and finishing of the house, and I could say something more about the operations of the school in it, but I have said enough. One thing more. My model is especially intended for common school houses whether in town or country, and for every school house, whatever may be the grade of the school, in which the pupils study in the presence of the teacher, and in which one teacher has to do all the teaching. I never will teach with another in the same room. If there are a dozen teachers in a school, let each one have a *suitable* room to himself. If a man is keeping a high school, and his pupils study in their private rooms, he needs nothing but a suitable recitation room.

My reader, I described to you very briefly, *how* my school proceeds in my new house. Do you think we "get along first rate"? Is there any jarring or confusion, and the teacher at a loss sometimes how to manage business? Do pupils love to go to a school in which there is almost no chance to study, and in which nothing can be done as it ought to be? Is it any wonder the pupils are restless, fretful, and unruly, and that the teacher cannot properly govern them while in such a detestable house? Do you think you can better my model? If you think you can, will you please to do so, and prevent as far as you can any more houses from being erected and finished like the most of those now in use?

A. B.

Solutions of the Arithmetical Questions in the School Friend, No. 4.

Question 1st.—This is a question in profit and loss. If 16 apples sell for 13 cents, one apple sells for 13-16 of a cent. Multiplying this by 100, and dividing by 108 1-3, we find the quotient to be 3-4 of a cent, which was the first cost of each apple. Again, each apple sold for 5-6 of a cent, from which, subtracting 3-4, the remainder is 1-12 of a cent. Then, since each 3-4 of a cent gained 1-12, one fourth of a cent would gain 1-36, and a cent 4-36, or 1-9 of a cent. Then, if 1 cent gain 1-9 of a cent, one hundred would gain one ninth of 100, which is 11 1-9 per cent. *Ans.*

Question 2d. If 3 men can do the work in 56 days, 1 man can do it in $3 \times 56 = 168$ days, or 1-168 part in one day. In the same manner, if

4 boys can do the work in 56 days, 1 boy can do it in $56 \times 4 = 224$ days, or 1-224 part in one day. Hence, 1 man and 1 boy, would do $1-68 + 1-224$, or 7-672 part in one day. Then, if the work be supposed to consist of 672 parts, 7 would be finished in 1 day, and the whole in 672 divided by 7 = 96 days. *Ans.*

Question 3d. The number 13579, in the trigesimal scale, is equal to 895719 in the decimal or common scale; this reduced to the common scale, gives for the required answer, the number 372433.

Arithmetical Questions for the School Friend No. 5.

1st. If 7 gallons of brandy cost as much as 9 gallons of rum, and 9 gallons of rum as much as 12 gallons of wine, and the price of 3 gallons of these, taking one of each kind, was \$2.55, what was the value of each per gallon?

2d. A son having asked his father's age, the father replied: "Your age is twelve years, to which, if five-eighths of both our ages be added, the sum will be equal to mine." Required, the father's age, without the use of position.

3d. What is the difference between 4-12 in the quinary scale, and 7-21 in the nonary scale?

[From the Columbia Observer.]

"Ma Pauvre Fille."

BY DAVID R. ARNELL.

(Continued.)

All of us have our belief on this subject, but I venture to assert, the sorrow of all partakes of but this one feeling: they are gone! gone to us—they are not visible by our side—the hand is cold, and cannot return our grasp—the heart is still, and can no longer beat against our own, as it was erewhile wont—we remember only that they were lovely and pleasant in their lives—that we have spoken harsh words—have neglected opportunities for kindness that can never, never be again offered, and now we needs must pour our sympathies, and our regrets, over their slumbering dust—we needs must yield our offerings, and lavish our tears, only the more freely and bitterly, because, (so far as we can know from the replies sent back to us) those offerings are unheeded, and those tears unavailing.

I had stopped occasionally to read the inscriptions. It is rarely one can dwell long upon an epitaph. A poor joke about ordinary virtues—a lugubrious distich from some unpoetical hymn, are the scrawls which too many delight to leave to the passer-by, of their departed relatives and friends. But on this subject I shall not dwell. Let me not rest beneath such mockeries as these. Let my simple head stone but bear my name. If that shall call up no remembrances, let me sleep, and be forgotten. There are, however, some epitaphs which stir the heart's depths of the most casual reader. Here is one—the acme of grief—the moanings of a heart-break:

"Elle Laisse une Mere Inconsolable."

As I copied it into my note-book, I thought I would not add a word if I could catch it from an angel. But what was even that to the one that next fixed my attention:

"Ma pauvre Fille."

(My poor Girl!)

Reader, *think*, but *speak* not of it, for the love of God.

I was stooping down to arrange some flowers that had fallen from a vase near this last recorded inscription. A hand pressed my shoulder lightly, and looking up, I beheld an old man, who in broken voice, and in difficult English, addressed me substantially as follows:

"My son, is it the grave of a sister, or of *her* who—"

I interrupted him. "You mistake me, sir, I am a stranger here."

"Stranger?" he echoed with apparent surprise, "and know not her who is sleeping there? Why then were you kneeling before that grave? young man, you have no cause for shame."

"Nor would I be ashamed," I replied, "if I had been kneeling, but I was not. I was only stooping to arrange these flowers before I passed on. It was a simple duty, and one which I conceive any sensitive heart would have suggested, and ready hands performed. Again, I tell you, I am a stranger here, and only stepped in to look at an inheritance like that which I am heir to."

"You seem young," he replied, "and young hearts brood over their love in solitude. I myself have felt how difficult it is"—he checked himself, and eyed me incredulously.

"I would choose to be alone," I answered, "but suffer me to say, your surmises are without foundation."

"Blushes are the heart's tell-tales," he resumed calmly.

"They do not always tell *love-tales*," I replied doggedly.

"I comprehend you perfectly," was the answer, "but pardon me. It was a weakness."—he could go no farther. The fount of grief had burst.—From his eyes rolled large and fast, tear-drops, his voice quivered, and his whole frame shook with uncontrollable emotion. He regarded me for a moment with intense earnestness, and then throwing his feeble arms around my neck, wept on my bosom a long while.

"If you knew my motive in thus addressing you," he said at length, "I would not ask your pardon. But I cannot let you go, and preserve the feelings of a man. I hoped you were attached to this tomb as I have been, by the name inscribed thereon. I have a daughter by that dear appellation. That name is not more deeply graven on the marble than it is dug into this bleeding heart.

I see we are strangers, would'st thou weary of a little tale?"

"Dear Sir?" I replied—

"Well," he commenced, "it shall be short and simple."

"My life has not been eventful. I am a native of France, and my parents were Catholics, after the 'most straitest sect.' Their only ambition in regard to myself, was that I should be qualified to receive orders, and obtain some honorable position in 'the Church.' I was sent to Salamanca. The impetuous daring, the wild fancies, and the peerless beauty of Spain soon drove from my mind all ideas of spending my life in the heartless mummeries, the asceticism and the celibacy of a Romish official. I was at heart, averse to the religion, though I had foolishly kept back my scepticism from my parents. I left the University, and embarked for the United States. I had not been long here before I was married, and had settled myself in this city, in the practice of my profession. In my marriage I was unfortunate. Not that I did not spend two years in perfect, unalloyed enjoyment. But then the stroke came, and with a fierce laugh of scorn, I gave back my wife to Him who had sent her. My daughter, (her express image,) was left me, or I should have followed her. I was unwilling to leave the fruits of that bosom to the mercies of a heartless world. As she grew up, I was pained to find her disposition, in no respect the counterpart of her mother's. My wife was unreserved, frank and confiding; the daughter silent, reflective and distrustful—distrustful, even of me—of me, her father! If it were even proper for a parent to call his own child beautiful, (as many foolish parents do, and think the world believes them,) my weak words could not express her image, as I would have you conceive it. That world itself paid her the tribute of its unceasing admiration. God knows how I struggled, and eat the bread of carefulness for many years, that I might accumulate a fortune with which to crown her attractions. I was cursed in my basket and store. Still my daughter cared not for it. She preferred to fashionable life, solitude and books, and the communion of her own sweet thoughts. At length a suitor flung such an overflow of wealth at her feet, that my spirit gloated with delight. She spurned him contemptuously from her embraces. I expostulated, remonstrated, threatened, yes—forgive me, God!—threatened! it was of no avail. I can feel the fire of her look yet crackling in my heart fibres. I had mingled with men until I bowed with them to the 'Golden Calf,'—I knew nothing of higher consideration or moment. Think you I did not love her? I loved her most passionately, but in the way my own blunted sensibilities suggested I am not speaking mysteries! Sir, God has not always joined those in feeling whom he has united by blood! Who has not filled an urn with the choicest fruits from the 'garden of his delights,' and pressing it to the lips of a dear relative or friend, been utterly confounded as he saw it turn to ashes."

I thought I could discover in this simple, un-

affected narrative of the old man, a quiet, uncomplaining piety, and was fain to believe that the marvelous change which he had said had passed upon his daughter, had likewise moulded his own heart into a more beautiful, and less rigid likeness. I ventured to say, "Sir, the lot is cast into the lap——"

He interrupted me,—*"Probe not my heart too deeply, lest I sin against God. I have learned to say, 'Blessed be his holy name.'"*

"One question more," I ask, "does your daughter still remember?"

"I do not know," he replied.

"I trust, if it be so, there is good laid up for her," I said, "and that she may yet be united to him she loves."

(To be continued.)

Poetry.

Winter.

BY MRS. BIGOURNEY.

I deem thee not unlovely, though thou com'st
With a stern visage. To the tuneful bird,
The blushing flower, the rejoicing stream,
Thy discipline is harsh. But unto man,
Methinks thou hast a kindlier ministry.
Thy lengthened eve is full of fire-side joys,
And deathless linking of warm heart to heart,
So that the hoarse storm passes by unheard.
Earth, robed in white, a peaceful Sabbath holds,
And keepeth silence at her Maker's feet.
She ceaseth from the harrowing of the plough,
And from the harvest shouting.

Man should rest

Thus from his fevered passions, and exhale
The unbreathed carbon of his festering thought,
And drink in holy health. As the toss'd bark
Doth seek the shelter of some quiet bay,
To trim its shattered cordage, and restore
Its riven sails—so should the toil-worn mind,
Refit for time's rough voyage. Man, perchance,
Soured by the world's sharp commerce, or impaired
By the wild wanderings of his summer way,
Turns like a truant scholar to his home,
And yields his nature to sweet influences
That purify and save.

The ruddy boy,

Comes with his shouting school-mates from their sport,
On the smooth, frozen lake, as the first star
Hangs, pure and cold, its twinkling crescent forth,
And, throwing off his skates, with boisterous glee,
Hastes to his mother's side. Her tender hand
Doth shake the snow-flakes from his glossy curls,
And draw him nearer, and with gentle voice,
Ask of his lessons, while her lifted heart
Solicits, silently, the Sire of Heaven,
To "bless the lad." The timid infant learns
Better to love its sire—and longer sits
Upon his knee, and with a velvet lip,
Prints on his brow such language, as the tongue
Hath never spoken.

Come thou to life's feast

With dove-eyed meekness, and bland charity,
And thou shalt find even Winter's rugged blasts,
The minstrel teacher of thy well tuned soul;
And when the last drop of its cup is drained,
Arising with a song of praise, go up
To the eternal banquet.

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